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SCHOOL! *And Community*



—Harold M. Lambert

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of America and to the Republic for which it stands,
one Nation indivisible, with liberty and justice for all.*

September, 1941
Volume XXVII Number 6

M. S. T. A.

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200	52.97	36.13	27.72	22.68	19.33	15.15	13.76	12.65
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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER
Editor and Manager

INKS FRANKLIN
Associate Editor

Contents

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EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

GIRL WITH CAT
by
Hoecker



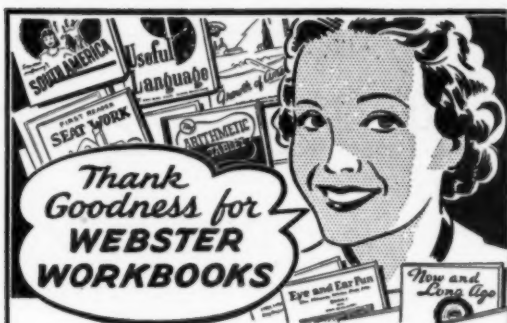
THIS IDEALIZED portrait of a Dutch girl was exhibited in the Paris Salon in 1887, the year the artist painted it. The subject, typical of Hoecker, serves to give us an intimate record of the character and custom of child life in Holland of fifty years ago. Of major interest is the placing of the cat in the child's arms. The animal, quite true to its instincts, does not enjoy having its picture painted.

The tile wall makes an interesting background for this figure, which is simply but admirably drawn. The color used is varied, yet pleasing. The flesh tones and other textures are handled with dexterity. There is a simplicity and charm about the picture which have helped to establish its pronounced popularity.

Paul Hoecker was born in Oberlangenau, Germany. He studied art in Munich, where he later became a professor in the Munich Academy. He lived for a time in France and in Holland, and is best known for his painting of Dutch subjects, although he enjoyed an international reputation as a portrait painter.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to Missouri State Teachers Association
Everett Keith, Secretary
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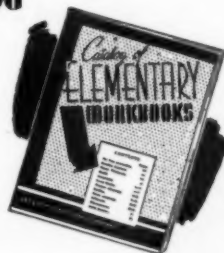
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A Message...

From OUR ASSOCIATION PRESIDENT

R. M. INBODY

WE ARE LIVING in the most tumultuous time of all history. The nations of the world seem bent on destroying themselves. Two giants are locked in mortal combat in Europe on a 2000-mile battle front which is described as the greatest battle of all history. In the far East an aggressor nation is attempting to bring all other nations and colonies under its domination. Even before this goes to press our country may find it necessary to defend our possessions in that corner of the world.

The United States has just passed its first anniversary for "all-out national defense." We in America have realized that the old saying, "The World is a Small Place," is truer today than ever before. In times of emergency we perform quickly and without question the duties which present themselves. The schools of America should be proud of the part that they have played in training workers to meet the demand of the national emergency. It proves that the schools, given the proper facilities, can do things well and with dispatch. Some of our technical and vocational schools have been put on a 24-hour basis and all centers have trained a total of more than 1,500,000 men for defense work during the first year of our "all-out defense."

After the first shock of an emergency has passed, we find it valuable and expedient to re-examine and re-evaluate certain elements in our lives. This emergency has caused a new interest in the democratic way of life. We have reiterated our appreciation and belief in the central principle of democracy, the respect for individual personality. We have renewed our appreciation of the rights and the freedoms of individuals in our great country and have dedicated ourselves to the fulfillment of our obligations to perpetuate those freedoms. We realize that democracy is not something that our ancestors established years ago for us and

Continued on Page 240

EDITORIALS

OUR NEW SECRETARY



EVERETT KEITH

WHEN EARLY in June the Executive Committee filled the vacancy in the Executive Secretaryship of the Missouri State Teachers Association by electing Everett Keith to that post, it performed an act which met or will meet the hearty approval of all the teachers of Missouri.

First. Mr. Keith is by virtue of his personality admirably fitted for the position. He likes people, and they like him. He is at home in any situation, agreeable and pleasant to all, and that without ostentatious effort.

Second. His wide acquaintance gained in his previous work gives him a background of support and cooperation invaluable to the Association when possessed by one of his personality. He has served the schools as teacher and superintendent and as chief clerk and

director of high school supervisor in the State Department of Education.

Third. His academic and professional training leave little to be desired. He graduated from Southwest Missouri Teachers College and has completed in the University of Missouri all his work for his Ph.D. degree excepting that of his thesis.

Fourth. He has served the Missouri State Teachers Association for three years as Assistant Secretary in Charge of Public Relations, in which position he has become thoroughly familiar with the work and purposes of the organization and has also extended his acquaintance with the people of Missouri in a way which will add value to his services.

Altogether, the Executive Committee is to be congratulated on its wisdom in the selection of Mr. Keith, and the teachers of Missouri can well be assured that their leadership is in the hands of one who is able, efficient, and altogether fitted for and devoted to the work he has undertaken.

Personally, we bespeak for the Association continued and more rapid growth in its service to the schools of Missouri. —T. J. W.

HOW FARED THE SCHOOLS

THE SIXTY-FIRST GENERAL ASSEMBLY has become history. To make a general evaluation of its work we leave to others. The violent criticism of it emanating from the metropolitan press leaves one wondering whether to accredit the denunciations to genuine unbiased insight or to force of habit resulting from years of indiscriminate editorial condemnation.

As for the schools much was done which deserves our commendation. Two of the M. S. T. A.'s three major legislative goals were enacted into laws and have been approved by the Governor.

The first, and fundamentally the most important, was the continuance of the appropriation of one-third of the general revenue for the support of the public schools. While new appropriations from this fund were made (the most important being for the support of the State School for the Deaf and the School for the Blind and for certain activities of the State Department) the money going to the public schools, it is estimated, will be somewhat larger than ever before. The holding of this support may be regarded as an acid test of the loyalty of the General Assembly to public education in view of the message suggestions for reduction made by both Governor Stark and Governor Donnell and the more determined fight of influential House leaders to reduce the schools' proportion. In fact one of the several amendments to cut the fund lost in the House by a narrow margin of only four votes.

The second goal gained was a bill increasing the salaries of county superintendents by giving them the added responsibility of supervising bus transportation which has developed so rapidly in the past three or four years. This increase of responsibility is clearly in the interest of the safety and health of thousands of children and the increase in salary is eminently merited by the county superintendents. This raise in remuneration, while not large enough, will unquestionably tend to hold the high quality of county supervision in a day when demands upon this office are increasing and competition for men and women of strong personalities and a high degree of training is becoming keener.

Of our third goal, authorizing school boards in our largest cities to provide for the retirement of teachers, we must record failure. From our state's naturally conservative tendencies as well as from allegedly personal and venal interests, strong opposition was encountered which sufficed for the defeat of these bills in the House.

However, their passage by the Senate and the fact that they failed of passage in the House by only the narrowest margin (one vote on one of the bills) when some forty members were absent gives us

ground for encouragement to continue this fight for the interests of Missouri boys and girls.

About a dozen other bills affecting schools were passed and signed by the Governor. These are briefly described on another page. Some of them are definitely meritorious—none is harmful and none was opposed by the Association.

So, we say that the schools fared well at the hands of the General Assembly and just as the best service a parent can render his country is to rear his children in the way they should go, likewise, we believe that it is a good legislature which does its best to secure and maintain a high level of educational opportunity for the schools of the state.

Seventh Annual Secondary School Principals Conference

Columbia, October 3-4

WORKING WITH the New Curriculum" is the general theme of the Seventh Annual Conference of the Missouri Association of Secondary School Principals to be held in the Education Building of University of Missouri on October 3 and 4, 1941.

The first of the three sessions of this conference on Friday afternoon, October 3, will be devoted to a discussion of the sub-theme "Administering the New Curriculum." The principal speaker will be Dr. John Rufi, University of Missouri. Several Missouri high school administrators will also appear on this program, setting up the problems and questions to be considered throughout the conference.

Friday night's program on "Providing for Differentiation in the New Curriculum" will present two main speakers, Dr. Will French, Columbia University and Dean William H. Stead, Washington University.

The Saturday morning program will consist of three parts: (a) a general opening session addressed by Dean Theo. W. H. Irion of the School of Education, University of Missouri; (b) seven discussion

groups, one for each of the seven areas of the new curriculum, and (c) a summary session in which a brief report will be given from each of the seven group meetings.

High school teachers are invited and encouraged to attend the Friday night session and especially the Saturday morning group meetings to participate in the group discussions.

Plans are being made to have an exhibit of the work that has been done by the curriculum committee. There will also be on display examples of local adaptations of curriculum materials.

This conference is planned to be a binding-together program on the new curriculum, concluding a series of conferences which the Secondary School Principals Association has held for the past three years. The main purpose of this conference is to acquaint administrators and teachers with the work that has been done as well as the work that is yet to be done in order that the new curriculum which is now out of the planning period may properly function in Missouri high schools.

Bills Passed by the Sixty-First General Assembly Affecting Schools

THE FOLLOWING is a brief description of school bills passed by the Sixty-first General Assembly of Missouri and signed by the Governor.

House Bill No. 135, providing for the issuance of special license plates for use on school busses.

House Bill No. 146, requiring financial statements to be published by the boards of all school districts having six directors or maintaining high schools, and prohibiting the State Superintendent of Public Schools from releasing the State aid apportioned to such a district for the next ensuing school year until a copy of such statement has been received and approved by him.

House Bill No. 147, amending the law governing the granting of building aid to city, town, and consolidated school districts, so as to permit the granting of aid on more than one building.

House Bills 184, 185, 186, 187, making the date of the regular school election conform to the date of the regular municipal election in all districts in cities of 75,000-500,000 population, reducing the time required for notices of school elections in such districts from twenty days to ten days, and modifying the form of ballot for use in voting on building levies in such districts.

House Bill No. 188, providing for the issuance of duplicates of lost or destroyed school district warrants upon the execution and delivery of bonds by the recipients of such warrants.

House Bill No. 189, changing the method of distributing the money derived from a tax on the premiums of domestic stock insurance companies.

House Bill No. 207, appropriating one-third of the State revenue for the support of public schools.

House Bill No. 227, providing for the consolidation of adjacent city, town, or consolidated school districts, or one or more such districts and one or more adjacent common school districts, without limitations as to size or enrollment.

House Bill No. 231, making the county superintendent of schools supervisor of school transportation established by common school districts, providing compensation therefor in amounts ranging from \$375 to \$795 per annum, and stipulating that such compensation shall be paid from State school moneys.

House Bills 405, 406, 408, 410, amending the law governing the cooperation of the State and Federal governments in the administration and financing of vocational education, so as to include cooperation under other acts of Congress that provide funds for public schools or other educational agencies.

House Bill No. 445, authorizing city, town, and consolidated school districts in counties having more than 200,000 and less than 450,000 inhabitants to borrow money and issue bonds for the purpose of providing funds for general school purposes, and limiting the tax that may be levied for the retirement of such bonds to 20 cents on the \$100 of assessed valuation.

House Joint and Concurrent Resolution No. 29, proposing a constitutional amendment that would authorize city, town and consolidated school districts in counties having more than 200,000 and less than 450,000 inhabitants, with the consent of two-thirds of the voters thereof voting on such a proposal, to levy a special tax for school purposes, not exceeding one dollar on the \$100 of assessed valuation, in addition to the taxes now authorized to be levied.

House Bill No. 493, providing for an additional payment on the apportionment to school districts under the 1931 school law, such payment to be made as of December 15, using the funds available as of November 30.

Senate Bill No. 56, amending the law that authorizes the granting of building aid to consolidated or enlarged districts for the abandonment of school buildings, so as to make possible for such aid to be given a district that already has received building aid under the older building aid law, but for the erection of a different building.

A Case for the Classics

The following from a resident of London was written to an acquaintance on the faculty of Stephens College. We are indebted to Dean Louise Dudley for it.

When the world is crashing about our ears and destruction dominates the minds of men, teachers, and schools especially, must keep alive the truth that "Life is more than meat and the body than raiment." To train for making a living is necessary; to educate for making a life is fundamental.

—EDITOR.

I AM EMBOLDENED to send a message to your girls—should you think well to give them one from an unknown and unimportant man in blacked-out and bombed London. Tell them it is a message from a middle aged person in the old world to youngsters (God bless them) who inherit all the promise of the New World, with the prayer that out of the West there may come the refulgence of that Light which dawned in the East. Dr. Johnson once said, "Depend upon it, sir, that the knowledge that he is to be hanged in the morning wonderfully concentrates a man's wits." The frequent obligato of gunfire and bombs has much the same effect upon a man's appreciation of imperishable beauty, moral as well as aesthetic. I have often, late at night, found central peace and assurance in our great literature. Putting aside, for present purposes, the Bible, especially the New Testament and most especially the Gospels, the following are the treasures which I have re-possessed and found more precious than ever:

"In 'Pilgrim's Progress' and in Lincoln's Letters and Speeches—especially in such letters as the one to Mrs. Bixby—I have found, both in the things said and in the austere dignity and grave beauty of the language, new testimony to the nobility of which, under God, men are capable. Shelley's and Browning's lyrics have renewed within me the spirit of delight. 'Prometheus Unbound' has afresh convinced me of the unconquerable soul of man and 'The Ring and the Book' of his next-to-infinite variety. I have found deep

refreshment and new understanding in 'Paradise Lost' (especially in Satan's speeches!), in Bridges' 'Testament of Beauty' (in spite of his idiosyncratic spelling) and in a hundred other poems.

"Tell your girls, as news from the front, that if the mind is stored with, the heart captured by, the will stayed on these fruits of God's inspiration (even be that unacknowledged), not the possible immminence of death, or worse than death, can harm one's soul. Tell them that to be possessed by such truth and beauty is the only real ownership. Tell them of the artist who said 'The land is the owner's but the landscape is mine.' When all that is material is insecure, you learn how true that is. And tell them that some of the many of us here are prepared to die as an evil necessity we cannot now escape, if only all men (German included) who live may be free without fear or let to possess the landscape."

James Binns

London, England

January, 1941

THE FIRST DAY

SCHOOL BOOKS are gathered off their shelves,

A stack of note books too
By hands of youth with conscious care
And resolutions true.

We have great use for these—
The room is gay with cheer
Of happy voices, thrilled because
The school's first-day is here.

The children eager for new tasks
Have buoyance in their nature's
And I can see their ecstasy
Because of new adventures.

I trust when on that first great day,
School starts beyond "the river,"
Our Master smiles and says to you
Welcome! dear pupil, hither.

—J. N. Hanthorn
Independence, Mo.

EDITOR'S NOTE: The author states the above poem was inspired by Miss Mae Traller's poem "The Last Day" which appeared in the May, 1941, issue of School and Community.

A Bird's-Eye View of Education

My Swan Song

WHEN A VETERAN elementary teacher severs the educational bonds which have held her in the schoolroom since the age of six, it is imperative she declare the causes which impel her to the separation.

Reason One: The Course of Study. Although I okeyed it in print before learning what a mess it was, it could have been endured had not the avalanche of bulletins followed. Combined, they contained all the knowledge in the world. I quit because the bulletins were always getting lost.

Reason 2. All I had to do last term was: weigh and measure pupils; help plan, supervise, and raise money for hot lunch; handle school correspondence, edit the school paper; attend humpteen meetings; be the Board of Health; conduct music and art classes; bring seventh and eighth graders ranging downward to second grade on achievement test up to standard; supervise playground; visit all homes; handle 4-H Club work; give piano lessons; put on four programs (with help); make speeches; have graduation; keep lessons planned a week ahead; chase down elusive bulletins with intricate and incorrect cross-references; and now and then teach.

Reason 3. Not getting to teach. With so many frills, the essentials must be neglected. Parents and teachers both know that reading, writing, and arithmetic are still needed. Teachers, forced by an overfull curriculum, neglect essentials which win no recognition when show-off work is exhibited. Frills, unfortunately, do not give us the satisfaction necessary for pleasure in work well done.

Reason 4. Supervision. A college course to train supervisors to offer encouragement should be introduced. An elephant's load and knowledge of one's own inadequacy are enough without being told one is making a rotten job of teaching. School men should invent a system which leaves a teacher inspired, not sunk to the bottom of a slough of despondency over a subject

Editor's Note: All signed articles are statements and expressions by the individual authors and do not necessarily represent any official attitude of the M.S.T.A.

By ADA BOYER
Potosi

tive examination of her work by one often less qualified than she to recognize its high and low points.

Reason 5. Inadequate equipment. We are so busy building big, fine, too-expensive buildings there is no money for equipment. We teachers scratch and scrape and use our own money to buy necessary small articles or do without them. Superiors and the public give us a schoolroom and forty-five pupils and expect noticeable results.

Reason 6. My own inefficiency. But what of the hundreds of teachers not so well equipped by training, aptitude, and conscience as was I? Why not a lessening of the load instead of a piling on of more—a moratorium for a year?

Reason 7. Lack of democracy. We, the teachers of democracy, work under a totalitarian form of government unequalled. When do teachers have a voice in school policies? When have we been asked to vote on important issues concerning our jobs unless virtually forced to consent to the policy-maker's demands? When do we have secret balloting on controversial issues in the system? When some lecturer tells us to "teach democracy in the schoolroom," I want to rise in meeting and say, "Mister, practise what you preach!"

Reason 8. One hates being in a profession so dog-gone far behind times. We turn out teachers, nurses, and stenographers by the thousands with no attention to public needs in other vocations. Five teachers colleges, the universities, and the teacher-mill junior colleges are all hard at it. Mention getting rid of some of them, as the public annually does, and the educators reveal their utter inability to appreciate public problems.

There is one step from NYA training, mattress-making, canning demonstrations, and work-camps to government-controlled training schools for all vocations. The public has demanded it too long for edu-

cators to continue to doze and awake to call the public ignorant.

Every superintendent could appoint an educational commission of twenty citizens in the town and change the group each month. Members should not be influential citizens alone, but a good cross-section from the town-drunk to the multi-millionaire. Busy, practical, sensible men and women who feel their own lack and who know the world around them can give any educator invaluable assistance, and thus aid schools to meet the public needs, as does any modern business.

Reason 9. A woman teacher is dependent upon the superintendent's recommendation. Upon him and him alone depends her job and her chance for change. Her whole life's work, her dearly-bought

educational investment, her professional advancement depend upon one man. Is that democracy? Why not a system whereby recommendations are collected from parents, present and former pupils, fellow teachers, bankers, preachers, and superintendents? I am crazy? Sure, I am! Educators will be, too, in a few years when schools do the flip-flop the public has been wanting for two centuries. If democracy fails, we cannot blame Hitler alone.

Frankly, if tomorrow I were forced to choose between a firing squad, and the schoolroom I would face the squad with a grin; but so long as my tongue can wag, or my typewriter can rattle, my services are at the command of the forgotten woman teaching democracy under a totalitarian system.



Miniature Color Slides for Visual Education

By MARY INEZ MANN
Grover Cleveland High School
St. Louis

ONE OF THE NEWER and most promising aids to visual education, the 2"x2" color slide, is coming into its own. Slides are now used in all fields by increasing numbers of educators alert to better means of instruction. Visual aids function only in the degree they approach reality and color adds greatly to this reality. A good picture will bridge the gap between the concrete and the abstract.

Any verbal picture is foggy if the listener's background does not include information on which to build a true conception but the visual picture will not be misunderstood. Furthermore in a class where homogeneous grouping applies mainly to age the color slide will reach all mental levels more effectively than will words. The immature will always find some meaning in a color picture and the more mature will see beyond the content of that one slide.

At every instructional level, from the lowest to the highest, well composed pictures in natural color develop artistic taste, broaden knowledge and open eyes to the beauties and interests which are everywhere. Briefly they help to answer the questions: how do people enrich their lives?

earn their livings? protect themselves? govern themselves? In return a richer learning experience!

Every school that has electricity could furnish the necessary slides and equipment at nominal cost. Anyone owning a camera which carries the correct size film will find it an interesting venture to build a miniature color library of his own, supplemented by the commercial slides which are fast becoming available in a variety of subjects.

The color picture could be repeated for different classes and for various reasons with endless uses. For instance, a picture of wheat threshing might be valuable for physical or industrial geography, social studies, art, nutrition, literature and so on as occasion arises. These little slides can overcome the barrier of distance. They can bring one country to another, the rural life to the city or vice versa; they can portray the culture and social aspects of

past days or modern times.

Inadequate storage space in many classrooms makes these miniature slides and small projectors a boon to the classroom teacher. Compare this simple, light weight equipment with the heavy mounted lantern which necessitates scheduling a time and taking the class to the special room in which it is placed—a burdensome use of time and space when both are at a premium.

Ordinary pictures or other illustrative material shown to classes loses much of its value in its remoteness from the pupils. Either they can't see at all or they can't see well, and if the object must be passed it has lost interest appeal due to the time elapsing between a discussion of it and the time it reaches the hands of a large portion of the class. With increased size by screen projection all the students are looking at the same thing at the same time and a discussion by the entire class can be carried on simultaneously with no divided attention. A maximum of learning in a minimum of time.

Often the material brought to the classroom is splendid but only available while that pupil is in the class. To the mutual delight of student and teacher a color slide will preserve a record to share with future classes. Pupils often feel great pride in things they have never appreciated when those things are admired by others for a very real value.

The Missouri Guide Book is creating interest in Missouri for Missourians. Think what some color slides would mean showing the geological wonders of the state, showing the beauty spots, or the man made features both old and new in which this state abounds. What an impetus to the study of Missouri history!

No one enjoys that of which he is ignorant; everyone enjoys that which he understands. Often in developing some special hobby not only the fun of that hobby but an ever widening horizon stretches before one as a result. I will give my own experience as an illustration. For years I have been interested in historic and contemporary textiles, but to have a large collection of fine pieces would be prohibitive in cost and in the time to search them out. People and institutions are most generous in allowing pictures taken of even their rarest

pieces. I find this growing film library of textiles very satisfactory in showing texture, color, design, depth and weight; moreover, it can be transported and shared with others easily whereas the cloth itself is bulky and there is always danger of loss. From this collection kindred interests have developed—a collection of slides on costumes. Then there are lovely interiors, table settings and flower arrangements. Slides showing good and bad buymanship make consumer problems more easily taught. Posture, good taste, choice making, on and on. How easily a few slides put the ideas over.

In taking one's own pictures some practice is necessary, but any amateur will find clear directions which come with the films, easily followed. Still life subjects are best taken inside, after dark; then controlled conditions are possible. Side lights will accent texture and will not flatten a subject as will a direct overhead light. Extreme accuracy as to distance, light and exposure are essential for the best results. The films are returned processed and ready to show, but it is best to mount them between glass to protect against scratches and finger marks. A good projector and screen should be used for satisfactory results. A file case is necessary if you are to have the slide you want when you want it, and the easy availability of these tiny slides is one of the reasons they are superior for class use.

The pleasure of taking and collecting this type of visual teaching aid reaches far outside the school room and is neither expensive nor intricate. Schools might well have their own film library and the cost is not prohibitive for individuals to supplement the school collection with their own slides or with some of the fine slides to be bought now at nominal cost.

Remember these three suggestions:

1. Choose the right picture and the right number of pictures at the right time.
2. Never hang on to a discussion of one slide after the peak of interest is passed.
3. Strike while the iron is hot in using visual aids by fitting them naturally into the routine.

Think twice about these little 2x2 color slides for visual education, and for fun.

Educational Use of Radio in Missouri

RADIO IS DEFINITELY an educational agency and is being used either voluntarily or involuntarily in the education of American youth. Since such is true, administrators and teachers are turning to it as a supplementary teaching device. Not all radio programs are educational, and likewise, many programs which are not designated as such, have educational value. Many public service programs and newscasts have educational worth. An appropriate definition of an educational program may be one such as the following given by Dr. James Rowland Angell, who upon retirement from the Presidency of Yale University, accepted the invitation of The National Broadcasting Company to devote his time to the educational problems of radio: "Any program may be regarded as educational in purpose which attempts to increase knowledge; to stimulate thinking; to teach technique and methods; to cultivate discernment, appreciation and taste; to enrich character by sensitizing emotion; and by inspiring socialized ideals that may issue in constructive conduct. Education is essentially the process by which individuals come to adjust themselves intelligently to life."

Educational broadcasts are being used in Missouri at both the elementary and secondary school levels. They are likewise used in both "school-time" and "out-of-school-time" situations. It is the consensus of such radio committees and councils as the State Advisory Radio Council that "out-of-school" broadcasts are best used on a basis of assignment at the secondary school level while "in-school" broadcasts are more adaptable to the elementary school level due to the flexibility of class schedules.

Among the secondary school uses of "out-of-school" broadcasts, we find many teachers definitely assigning worthwhile dramatic programs for discussion in English classes. Others utilize news commentators for use in history and social science classes. Still others utilize broadcasts relating to natural history for science classes. The important factor of those who do utilize "out-of-school" broadcasts is that a definite

By R. P. KROGGEL

State Director of Speech and Radio Education

schedule of appropriate programs is obtained and definitely assigned. Teachers, especially at the high school level, who have utilized those educational programs have found them contributing definitely as a supplementary educational agency. The schedule of such programs can be secured by writing directly to the offices of the major networks such as The Mutual Broadcasting System, The National Broadcasting Company, and The Columbia Broadcasting System. Likewise, many local stations in the vicinity of the school often offer programs of similar worth which may be located through the radio programs published by the local newspapers.

"In-school-time" broadcasts, used more frequently by the elementary and rural schools due to the flexibility of class schedule, generally follow this pattern: A preparatory period is utilized prior to the actual broadcasts. During this period a discussion of the background of the ensuing broadcast is held. The teacher must carefully lead the discussion through a vitalized interest as great as that of the students. After the broadcast another short class discussion is held, this time of a summarizing type which will bring together the supplementary material afforded by the radio and the material being used in the classroom. A listening attitude of entertainment must be avoided. Instead, the classroom situation must be the key condition to good radio utilization.

Among the fine experiments in this field of radio education in the rural schools in "in-school" broadcasts, is that of St. Charles County. A number of the rural schools have purchased small, reasonably priced radios as a part of the regular classroom equipment. Materials were obtained from the major broadcasting systems and distributed to the various teachers as aids in teaching children to listen discriminately. The county music supervisor, cooperating

with the county superintendent, has built a program of radio education which has been used successfully in the classroom. Other areas in Missouri are utilizing radio education in much the same manner as that designated above.

Among other activities in radio education in Missouri are those of the State Department of Education. The State Department broadcasts educational programs serving the purpose of showing the relationships between home and school. These broadcasts are sent over seven stations in Missouri each week throughout the school year. Demonstrations of the use of

radio in the classroom are planned for each teacher's college area during the coming year. One was held at Warrensburg during the school year of 1940-41. Approximately 5,000 bulletins prepared by the State Department of Education on the general subject of the use of radio as a supplementary educational agency were distributed during the past school year to teachers and students. A second in this series of bulletins will be available during the coming year.

All of the efforts discussed in this article are assisting in making radio a definite part of the educational plan in Missouri.



A Message From Our Association President

R. M. INBODY

(Continued from Page 230)

which may be retained without effort on our part. Goethe wrote: "What thou hast received from thy fathers, that must thou daily earn to possess it." The schools must keep alive in the hearts of our people the facts that democracy is a dynamic, creative process and that the schools are essential to the perpetuation of our way of life.

Events during the past year have likewise brought us to a realization of the need for conservation. The shortages of aluminum, steel, zinc and other raw materials have brought home to us that although this nation is rich in natural resources we can no longer waste what the good earth has given us. The rejection of about forty per cent of the selectees for duty in the armed forces because of physical deficiency has brought the realization that we must conserve our man-power. Economic conditions during the depression are taking their toll. The schools must increase their efforts in the field of health education and cooperate with the communities in their efforts for better living conditions for that part of our population commonly called our "lower third." The schools must not only work for a strong, healthy nation but must take the responsibility of guiding individuals into vocations where they will be happy and successful. We have had too many square pegs in round holes.

The national emergency has also brought

out in bold relief that the nations of the Western Hemisphere have many mutual problems and that the nations south of the Rio Grande look to the United States for guidance in world affairs and help in the solution of their economic problems. They have been more or less forgotten nations and now we must do our part to cooperate with them. We must learn their languages, their customs, their ambitions and hopes so that democratic ideals may be firmly established in the entire Western Hemisphere.

These are only a few of our national and international problems to which we must turn our efforts *now* but it is not too early to think of the morrow. After the war what? Will we be wise enough to avoid the mistakes of the last war? Will we be able to establish a just and lasting peace? What will be our part in that new order which must be established after the cessation of hostilities? Will we be capable of formulating plans to return our economic system to a normal basis? Or will we have another depression far worse and more disastrous than the last? These problems will come and they must be solved. Educators must assume their share of the responsibility.

I want to congratulate my fellow workers in Missouri on the fine part that they have played during the first year of the national emergency and wish for each and every one success and happiness for 1941-42 in this the greatest of all professions.

On The Record

Recordings Aid the Speech Program

A MIRROR FOR YOUR VOICE and speech! That is what recording offers you. And just as the household mirror serves as a check for daily personal appearance, so the recording machine with its playback offers you a mirror of the voice. Once you have spoken into the microphone of the recording machine and made your impression on the receptive disc, you are "on the record" and ready for analysis and further work. Awareness of a need is the first step in its correction.

As an aid in Speech improvement, probably the greatest value of recording lies in this objective analysis afforded both pupil and teacher through the playback. One student, on hearing his recording, recently said, "Not so good; I thought I was better, but I'd as soon argue with a camera as with the recorder. Do I really sound like that?"

The answer to his query is "Yes and no." A completely true *quality* of tone, so far, has been neither accurately nor adequately reproduced on even the highest priced recorders. There is always a slight metallic and mechanical timbre. This is true even on the air. Occasionally, but not often, does the radio voice sound exactly as if one were in the room. However, rate of speech, pause, pitch, inflection, duration, volume, grouping, emphasis, and articulation and pronunciation may be heard and analyzed for better or for worse.

And this much may be said for quality, that while the overtones and partials, the richness and fullness of tone, are too often feebly reproduced by the recorder, variations in quality are easily discernible. A too-nasal voice, or a voice lacking nasal resonance—adenoidal, stuffy, hay-feverish—come right back at you through the playback, as do also throaty, breathy, and hollow tones. It is the truly beautiful voice which has suffered most through recording because of mechanical limitations in catching the rich overtones.

During the summer session in Teachers College of Kansas City, we were privileged

By LOUISE ABNEY

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*Director Speech Improvement,
Kansas City Public Schools*

to use and hear the Mirrophone, a very recent release by electrical laboratories for the purpose of recording and analyzing voice. No wax or metal record is required since the sound vibrations are recorded on tape which passes between two magnetic poles. However, only one minute of sound may be recorded, nor is the record permanent. Any subsequent recording automatically erases the impression made heretofore. The advantages of the machine lie in the lack of financial upkeep, since no records are used, and the marvelous fidelity with which the tone quality is recorded and played back. It is by far the most successful of the many recording machines which the writer has used, heard, and studied. Its limitations lie in the brevity of the one-minute recording, the impermanence of the record, since it is effaced as soon as someone else talks into the "mike," and the original investment which, while not excessive, is above the average school budget.

Returning to the speech values through recordings—the machine is a wonderful motivator of interest. Everyone is eager to hear himself as others hear him. Everyone wants to know what his voice reveals.

As a basis for work in pronunciation, we have used the recording machine very successfully with our older boys and girls, beginning with the upper grades and carrying through high school and college. A simple little pronunciation quiz program is surprisingly effective. How do you pronounce d-a-t-a? The child answers this question asked by the teacher and the pronunciation is on the record for further analysis, dictionary referral, and approval or rejection. How about o-f-t-e-n, h-u-n-d-r-e-d, a-d-u-l-t, p-o-i-n-s-e-t-t-i-a? Words which are frequently mispronounced

should be chosen, as well as those which are accurately and beautifully sounded by certain class members. Recordings serve as a basis for further classroom work in pronunciation and the analysis of frequent faults such as (1) incorrect vowel quality, (2) incorrect consonant quality, (3) improper accent, (4) the sounding of silent letters, (5) the omission of requisite sounds, (6) the addition of superfluous sounds, and (7) the inversion of sounds, as "hunderd" for *hundred* and "childern" for *children*.

The recording machine is valuable in the preparation of radio programs, interpretive selections, and choral speaking. It is a wonderful aid in securing adequate interpretation, perfect timing and cuing, desired rhythm, precision of attack in choric speech, correct articulation and pleasant tone. Before presenting radio programs in the studios or choral speaking numbers in public, we analyze ourselves "on the record." The result usually offers an undeniable point of departure for further work in speech.

Recordings are valuable in the speech clinical laboratory. An early recording, when the pupil enters the clinic, gives the beginning record. Frequent recordings as the treatment progresses mark the progress, affording consistent and objective check-ups to teacher, pupil, and parent.

A few weeks ago, a college senior who had made no speech recordings since her sophomore year came by, and at my invitation recorded an interpretive selection. Faults which had been all too obvious in her sophomore recordings—over-emotionalism, scooping of words, breathiness, and occasional faulty grouping—had, through successive courses in speech and an extra-curricular interest in voice improvement, given way to a very sincere and artistic interpretation quite free from the earlier faults. She was delighted with the recording machine's objective measurement of her speech progress, and said, "I can scarcely believe it's the same girl talking!" Of course, it wasn't. Experience, education, and maturity had added two further years to her stature; but the recording machine had proved the growth.

Our recording machine has also served as a teaching aid. Students have often requested a correct recording of frequent

mispronunciations in order to check their own. In mastering word lists, the record with its correct pronunciations of such words as *caramel*, *cuisine*, *culinary*, *gratis*, *inquiry*, *indisputable*, *version* and others, proves a very present help in time of trouble.

Recordings aid the speech program in stimulating interest in speech patterns, affording objective analysis of needs and progress, motivating pronunciation study, recording for criticism and improvement, radio and other public programs, and serving as instructor in vowel, consonant, diphthong, and other pronunciation needs. The record is the mirror of your voice.

IMPORTANT CONVENTIONS

OCTOBER

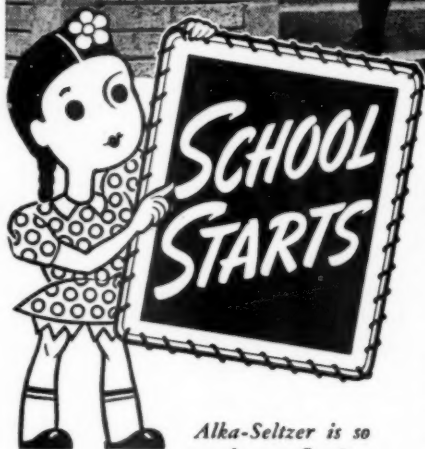
- 3 Secondary School Principals Seventh Annual Meeting, Columbia, October 3-4, 1941.
- 9 Central Missouri District Teachers Association, Warrensburg, October 9-10, 1941.
- 9 Northeast Missouri District Teachers Association, Kirksville, October 9-10, 1941.
- 9 Northwest Missouri District Teachers Association, Maryville, October 9-10, 1941.
- 16 South Central Missouri District Teachers Association, Rolla, October 16-17, 1941.
- 16 Southeast Missouri District Teachers Association, Cape Girardeau, October 16-17, 1941.
- 22 Southwest Missouri District Teachers Association, Joplin, October 22-24, 1941.
- 24 National Association for Nursery Education Biennial Conference, Detroit, October 24-27, 1941.

NOVEMBER

- 9 American Education Week, November 9-15, 1941.
- 20 The National Council of Teachers of English Annual Convention, Biltmore Hotel, Atlanta, Georgia, November 20-22, 1941.

DECEMBER

- 3 Missouri State Teachers Association Annual Convention, St. Louis, December, 3, 4, 5, 6, 1941.



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Look out for HEADACHES and UPSETS AHEAD

Parents and Teachers—added worries and greater responsibilities lie ahead of you in the months to come.

Eager, young minds and over-active bodies demand the very best you have in you as counselor, guide and leader. Decisions must be made, and discipline maintained. You will be called upon for snap judgments that test your very fibre. Harsh words, thoughtlessly spoken, have no place in the successful function of your duties.

So—you must not let a Headache, Acid-Indigestion or Muscular Fatigue make you feel out of sorts and irritable and prevent you from being the wise counselor that you are. That is why you will be thankful for Alka-Seltzer, and for the pleasant, quick and comforting relief it offers in these annoying, upsetting ailments.



The Scope of Audio-Visual Instruction

IT IS A COMMON observation that much of a school's instructional program does not result in genuine learning on the part of pupils. In many instances this is true largely because pupils fail to see a relationship between the written or spoken word and concrete situations. There is considerable evidence to show that through the use of certain teaching aids pupils understand better what they are studying and, hence, learn more efficiently than they do without such devices.

The purpose of this article is to point out some of the various aspects of audio-visual education and to make a few brief suggestions concerning their use. No attempt will be made to list all available teaching aids or to discuss any of them fully.

Audio-visual aids may be considered as any devices which contribute to the effectiveness of instruction through the medium of sound or sight. Some of the more common items included in a program of audio-visual aids are the following: school trips; objects, specimens, and models; school museums; graphs, charts, and posters; still pictures; motion pictures; and auditory aids such as the phonograph and radio.

One of the most valuable and usually least expensive of these teaching aids is the school trip. Trips or excursions are possible in any school, regardless of its size, its grade level, or its financial condition. These trips made for educational purposes may be brief excursions to points in the immediate vicinity, completed during one class period, or they may be longer trips to a farm, a store, a factory, or some historical spot. All-day trips to the state capital, to a state or national park, or to a neighboring city may be made. Some schools sponsor educational trips of several hundred miles. The chief purpose of the school trip or excursion is to enable the pupil to see the thing he is studying in actual concrete form in its natural setting.

Because of the limitations of time and distance, in many instances pupils are unable to make trips to see the things being studied. In such cases it is often possible

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to bring certain objects or specimens to the classroom. This has long been done as a regular part of science instruction and has many possibilities in other fields. A school or departmental museum is a very useful adjunct to instruction and makes possible the proper care of objects, specimens, and models so that they can be preserved and used when needed. With a small beginning, a little expense, some effort, and a simple system of classifying, mounting, and storing the materials, a useful teaching collection can be built up in a relatively short time. Every school in the state should be familiar with the museum plan sponsored by the state department of education in cooperation with the Works Progress Administration and various educational institutions in the state. A wealth of useful museum material is available to schools through this source at a very nominal cost.

Graphs, maps, globes, charts, diagrams, posters, blackboards, bulletin boards, and the like represent another useful type of visual aid. Since they are in such general use no description of them is necessary. Some of these devices can be used to advantage in almost any class. They represent one easily available and very useful type of teaching aid.

Plays, pageants, puppet shows and similar activities are often classified as audio-visual aids, but will not be discussed here.

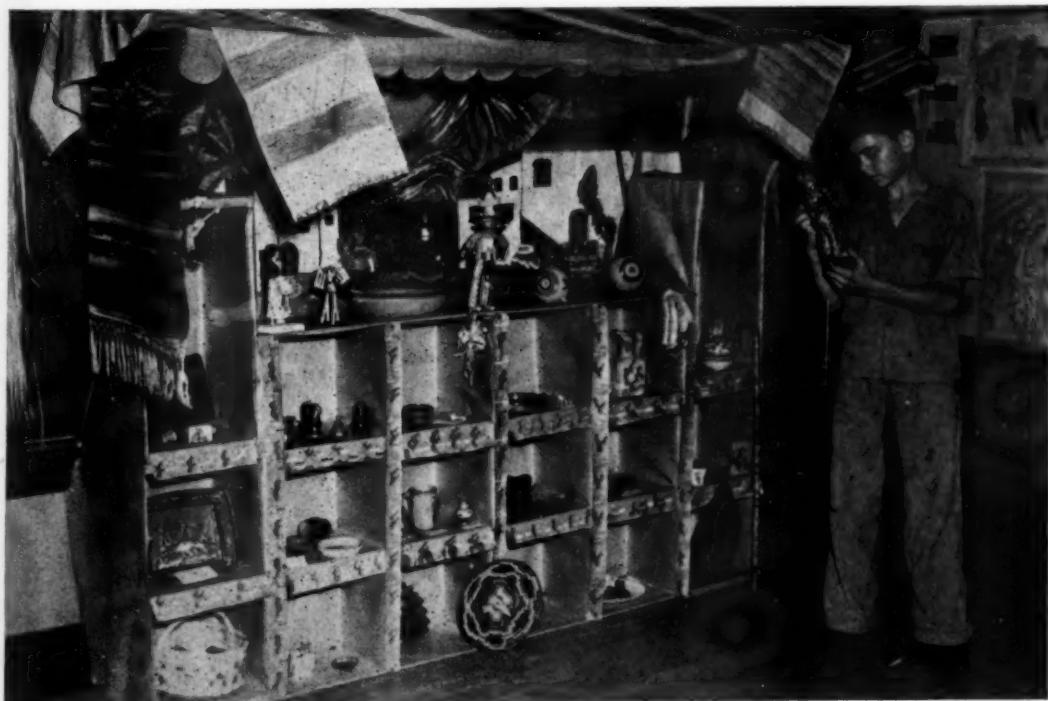
The still picture (as distinguished from the motion picture) is a type of visual aid which is well adapted to use in almost any class and is very widely used in school work. Such pictures are usually classified as "flat" pictures and projected pictures. The "flat" or unprojected picture is a type of teaching aid which is always available, easily used, and effective. It is inexpensive, convenient to handle, and can be used repeatedly. Such pictures should be mount-

ed and filed systematically for future use. One variation of the unprojected picture is the stereograph, which has the additional feature of giving a third dimensional effect to the picture.

It is often desirable to have still pictures projected on a screen so that all the pupils in a class can see them at once, so that certain features can be pointed out by the teacher, or so that by means of enlargement certain details of the pictures can be seen to better advantage. Such pictures may be projected in several ways. Perhaps the best known and most widely used method of projecting still pictures is by means of the standard $3\frac{1}{4} \times 4$ " glass slide. These slides can be purchased from many sources and on a wide variety of subjects, in black and white or in color. A teacher with some skill in photography can easily make his own lantern slides. Hand-made slides are made much more readily, however, by writing or drawing on etched glass or a translucent plastic substance with ink, lead pencil, or colored crayon. Such

hand-made slides are very inexpensive and can be made by a teacher or by pupils in any grade.

Another method of projecting still pictures is by means of the film slide. This is merely a picture or series of pictures printed on film, usually 35 mm. in width. A series of such pictures placed on one piece of film is called a film strip. If individual pictures are cut from the strip they are usually mounted between glass plates and made into 2"x2" lantern slides. Film strips, containing 50 to 200 pictures each, can be obtained for approximately \$2.00 each. Many are available free of charge. The 2"x2" slides are produced commercially in black and white or in color, and include a wide variety of subjects. Such slides can be made by anyone possessing a 35 mm. camera, a very popular size with amateur photographers. The cost of making such photographic slides varies from about two cents to 15 cents each, depending upon the type of mounting and whether or not the pictures are in color.



This Mexican market, arranged as a classroom project in Central Missouri State Teachers College Elementary School, shows effective use of objects, specimens and models.

Closely related to the film slide is the microfilm, by means of which newspapers, magazines, or entire books may be copied in greatly reduced form and stored in a fraction of the space needed for the original material. A reading device for microfilm is now standard equipment in many libraries.

A third method of projecting still pictures is by means of the opaque projector. With this device any manuscript, picture, or flat object of suitable size can be shown on the screen. Consequently its range of uses is much greater than that of lantern slide projectors. However, one disadvantage of the opaque projector is that it usually requires a much darker room for satisfactory results than do slide projectors. Some projectors are made so as to show opaque objects and also standard glass slides and film strips. Although most projectors are made for use on 110-volt circuits they can usually be adapted readily for use on lower voltages—even on automobile batteries,—if necessary.

The public motion picture is recognized as one of the most influential factors in the education of either adults or children. There is considerable evidence to show that motion pictures have a decided effect upon the social behavior of those who see them regularly. Therefore, one duty of the school should be to help pupils develop more critical judgment in selecting motion pictures. In addition to these entertainment pictures at local theatres, schools with the proper equipment can make use of films of their own selection. Such films may be regular feature pictures which are thought to have educational value, they may be films developed especially for showing certain facts, principles, or processes in the classroom, they may be so-called "documentary" films,—films usually meant to show something of social value in dramatized form—or they may be school-made films. In addition certain industrial and scenic films made primarily for advertising purposes often have some educational value.

The chief advantage of the motion picture over the still picture is its ability to

depict moving processes and continuity. Sound films are usually preferred by pupils since they are accustomed to seeing that type of picture at the theatre. Most of the better educational pictures are at present made only in sound editions. It is advisable for a school to purchase a sound projector if possible rather than a silent one, since a silent machine will run only silent pictures satisfactorily while on a sound projector, both types may be used.

A good 16 mm. motion picture camera is desirable for recording important school events. Such a camera costs from about \$100 up. Black and white film of this size cost about \$4 per 100-foot roll (about four minutes of running time) which is about half the cost of color film.

Motion picture films may be purchased for about \$15 to \$50 per reel. (One reel of silent film runs fifteen minutes; one reel of sound film, 11 minutes.) Films may be rented from many sources, including most state universities, many colleges, and a large number of commercial lending libraries. In addition many useful films are available from state and federal government agencies and from industrial concerns. Rental on sound motion picture films for one day's use is usually about \$1 to \$2 per reel, plus transportation both ways. The transportation both ways averages about 25 cents to 50 cents a reel depending upon the distance, the type of transportation used, and the number of films in a package. Many cooperative film libraries are being formed. The usual procedure is to have a number of schools each contribute a certain sum—say \$50 each—for the purchase of films. Usually a college or some other designated institution handles the clerical work involved in booking, inspecting, repairing, mailing, and the like. One advantage of this type of service is that members, being close to the rental library, are usually able to keep films two or three days at a time, whereas lending libraries usually make an extra charge for more than one day's use. Furthermore, participation in such a cooperative film program costs each member school much less than purchasing the films individually

and considerably less than renting the films from the average film lending library. A few companies sponsor a film circuit by means of which a projector and six or eight reels of motion picture film are sent to a school for one day's use after which the films and projector are sent directly on to the next school and so on until the entire circuit of several schools has been made. This plan has not usually given satisfaction, chiefly because each school using the film service ordinarily has little voice in the selection of films and has to use such films as are available at a time determined by the distributing agency rather than by the course of study. Furthermore, having the projectors and films handled in this way by many inexperienced operators without expert servicing and inspection often renders the service less efficient.

With the exception of sound motion pictures, most of the teaching aids so far discussed have been of the visual type. Examples of auditory aids are sound film strips, phonographs, sound recording devices, and the radio.

The sound film strip is a combination of the ordinary film strip synchronized with an accompanying phonograph record. Thus, a brief lecture or a musical background can accompany the pictures shown on the screen in much the same way as in a sound motion picture. The ordinary phonograph has many uses in school, not only in music appreciation, music training, and speech correction, but in other fields as well. For example, especially prepared foreign language records are available for classroom instruction. Certain speeches have been recorded especially for use in school social studies classes.

Recording devices which utilize wax or metal phonograph records may be used to advantage in speech and music classes. A more recent recorder makes use of a magnetic tape instead of ordinary records.

Probably the auditory device with the greatest educational possibilities is the radio. Since a very large proportion of the families in America have radios, and since

many schools have them or can get them, the radio as a teaching device in one form or another is available to practically every school. Through making special home assignments and encouraging pupils to listen to the better programs a teacher can often make effective use of the radio during out-of-school hours. Many radio programs are prepared especially for school use and are broadcast during school hours. One difficulty frequently encountered in the use of radio programs prepared for classroom use is in adjusting the time schedule of the school to the radio program. Some schools have inter-connecting sound systems by means of which all classrooms or any number can listen to the same radio program at the same time. Some have a two-way communication system so that a group in one room can provide a "radio" program for other classrooms. Such sound systems, however, are available as a rule in only the largest schools and at the present time their value probably would not justify their cost in a medium or small sized school.

In this brief discussion no attempt has been made to list all the audio-visual aids or to describe fully any of those that have been mentioned. The intention has been rather to point out some of the most useful or most promising features of this modern phase of education. Any school, regardless of its size or financial limitations can have an audio-visual program including at least some of the items mentioned. The average public school can perhaps utilize to some extent almost all the devices discussed in this article.

Regardless of how extensive a program of audio-visual aids is attempted it should be borne in mind that such instructional devices do not take the place of good teachers, that the audio-visual program is not something offered primarily for entertainment or appended to the school offering but, to be effective, it must become an integral part of the instructional program of the school. It should be carefully planned and should be developed gradually as teachers become more skillful in effectively utilizing such teaching aids.



SECRETARY'S PAGE



YOUR ASSOCIATION

WILL YOU REMEMBER and always remind others, that in unity there is strength.

You are an integral part of the Missouri State Teachers Association. It is *your* Association.

Its organization is based on the broadest principles of democracy. Therefore the value of the Association depends on the activity of its members.

Suggestions to increase the effectiveness of the Association should be freely given by any teacher. Suggestions made should and will be seriously considered and gladly received by those charged with the responsibility of directing the Association.

The Association is a cooperative enterprise. Possible actions should be discussed until there is a solidarity of opinion making always a united front as far as outside forces are concerned. It is true in any democratic enterprise that a most significant word is compromise. The interests and the problems of teachers in different situations are truly *diverse*. You and I are prone to think in terms of our specific situations, but your Association must think and act in terms of a state program of education. Just as the State and the people are synonymous, your Association and the teachers of Missouri are one and the same.

Every teacher must do his or her part, if we are to maintain a truly militant State Teachers Association. The future of our profession during this time of stress and strain depends on the ability of all teachers everywhere to get together and to work together for a common cause.

We have many things to do in Missouri. You will be interested in the statement of goals for which your Association should strive, as prepared by your Policy and Plans Committee and approved by your Executive Committee.



OUR GOALS

The primary purpose of the Association is the improvement of the effectiveness of

the schools.

I. By the improvement of the teaching staff

1. Through a more effective system of selection and preparation of candidates, and in-service growth of teachers
2. Through more effective certification requirements and procedures
3. Through strict observance of our Code of Ethics
4. Through adequate compensation for services rendered
5. Through security provided by reasonable tenure provisions
6. Through an adequate program of teacher retirement

II. By the improvement of the learning environment

1. Through more efficient organization and administration
 - a. Administering all programs of public education by regularly constituted educational agencies
 - b. Organizing school units which will function more adequately
 - c. Extending education upward and downward
 - d. Continuing and improving a system of publicly supported higher education
 - e. Removing education, state and local, from partisan politics
 - f. Developing closer cooperation between the schools and other social agencies
 - g. Interpreting the school program more effectively.
2. Through adequate financial support
 - a. Providing such support from local and state sources, and from federal aid distributed under state determined procedures
 - b. Distributing school funds in such manner that all sections will be interested in securing and maintaining an effective state school program

3. Through adjustments of curricula and methods

- a. Adapting education to the needs of the individual and to the needs of society
- b. Giving meaning to, and appreciation of, the fundamental privileges and obligations in American Democracy.



ELEMENTARY LIBRARY BOOKS

A display of elementary library books has been arranged at the Missouri State Teachers Association Building for the convenience of teachers who realize that they can buy books more intelligently by seeing them than by title alone. Many groups of teachers from the rural schools and the city schools are already availing themselves of this opportunity. We invite any one interested in selecting the best library books available for the elementary grades to come to the State Teachers Association Building, use the facilities which have been provided, and look over the more than 1100 books which have been carefully selected by the State Pupils Reading Circle Board of the Missouri State Teachers Association.

REGIONAL CONFERENCES

The Policy and Plans Committee of the Missouri State Teachers Association is sponsoring a series of regional conferences on pertinent problems facing public education in Missouri.

The schedule of the meetings is as follows:

Maryville	—September 18 (evening)
Kirkville	—September 19 (evening)
Warrensburg	—September 20 (evening)
Springfield	September 26 (evening)
Cape Girardeau	—September 27 (evening)

The arrangements for the meetings will be made by District Chairmen appointed by Dr. Irvin F. Coyle, Chairman, Policy and Plans Committee.



NATIONAL COMMISSION

Dr. Theo. W. H. Irion, Dean, School of Education, University of Missouri has been appointed to the National Commission for the Defense of Democracy Through Education by the Executive Committee to represent Missouri. This new commission, which is sponsored by the National Education Association, can make a real contribu-

(Continued on Next Page)



County superintendents and teachers selecting books for Cooper and Callaway Counties.

tion to public education and to our nation, if it be the dynamic, aggressive, fighting Commission which its sponsors intend. Such a National Commission can and must lead us safely and sanely through this trying period of world chaos.



ANNUAL CONVENTION

The Annual Convention of the Missouri State Teachers Association will be held in St. Louis on December 3, 4, 5, 6, 1941.

The management of the St. Louis convention bureau notified the Time and Place Committee last fall in Kansas City that the Auditorium would be available

the second week in November. They were in error in this commitment, since the Southern Medical Association had previously reserved the Auditorium for the first two weeks in November.

It was not deemed advisable by the Executive Committee to use either of the last two weeks in November for the meeting, since the date for Thanksgiving has not been definitely determined and might therefore fall in either of them.

To hold the meeting earlier than usual would conflict with the District Association meetings.

With everything taken into consideration, your Executive Committee thought it desirable to hold the Annual Convention the first week in December.



Problems in Visual Education

MANY OF THE PROBLEMS involved in school use of visual-teaching-materials may be traced to two sources. The first source is the result of the enthusiasm teachers and some administrators exhibit over the fact they have found in certain visual-teaching-materials a very effective device for appealing to student interests and thereby seemingly have located an easy solution to a majority of the classroom-teaching problems. Probably a more incorrect conception of the use of visual-teaching-materials could not be conceived than the one stated. It is true that visual-teaching-materials have a great interest appeal to learners. However, it is altogether probable that many teachers use the traditional method of teaching, which makes little use of visual-teaching-materials and other newer methods, because it is the easiest way to give instruction. For teachers or administrators to assume that visual-teaching-materials offer a panacea for classroom teaching ills or administrative problems is a misconception which will create a paradoxical situation.

The elimination of the apparent misconception which some teachers and administrators have in regard to the use of visual teaching material may be accomplished most effectively through educational literature, special conferences, educational meet-

By W. C. BICKNELL
University of Missouri
Columbia

ings, in-service training and out-of-service training programs.

Of the five suggested solutions stated it is probable that the use of educational literature and out-of-service training programs will be most effective. This issue of *School and Community* is a step forward in an attempt to correct some misunderstandings in regard to the values and proper use of visual-teaching-materials in the teaching process.

Probably the most misused method of trying to solve this problem has been the ever increasing number of visual education conferences. Conferences properly organized and administered are especially helpful in molding opinions and developing ideas and leadership. However, to date most visual education conferences have been a type which displayed the striking features of the program that would appeal most to the average layman and schoolman without giving much thought to certain basic principles. Also, most visual education conferences turn out to be a conference on the use of motion pictures in education. Mo-

tion pictures and other projected types of visual-teaching-materials have been shown by research to rank last in frequency of use, as compared to the use of other visual-teaching-material by educators in the field. Visual education conferences could and should be planned to cover the problems involved in the entire field of visual education and not limited so much to any particular phase of the program. Furthermore, to be most effective, leaders appearing on visual education conference programs should be limited to educators with experience and training which will make possible a very sound and basic development of the program.

Well planned visual education departmental meetings at the various district teachers meetings and the State Teachers Association meeting will contribute to the solution of this problem. If what has been done in the past few years in Missouri is an indication of future state and district visual education progress in this work much will be accomplished in these meetings. Each district in the State should try to have a meeting of those interested in the problems involved in the use of visual-teaching-materials. Also, membership and leadership by individuals of the State in the visual education section of the National Education Association would be a contributing factor in helping to solve this problem.

The in-service training of teachers in the proper evaluation and use of visual-teaching-materials may contribute greatly to the solution of the problem. However, precaution should be taken with in-service training programs to make sure that the person responsible has received some professional preparation in this field or has done an extended amount of research or experimentation on the problem. Administrators, invariably, are the first to say, after doing some special work on the use of visual-teaching-materials, that what they have been doing in their respective schools has been both ineffective and inefficient as compared to how it could and should be done. No doubt some teachers and administrators, who have not received training in the use of visual-teaching-materials, are doing a fine job. However, these probably are exceptions rather than the rule.

Another mute, but nevertheless contributing factor to the problem of misinterpretation of the values and proper procedures in the use of visual-teaching-materials has been the pseudo-educational literature published by certain commercial concerns interested in selling equipment. Some of this literature contains some valuable and accurate information. However, it would be well for educators to remember that business enterprises exist because of profits from sales, that it is selling they are interested in and not the education of teachers or administrators in the proper use of visual-teaching-materials. A much closer coordination of business enterprises interested in promoting visual education with the administrators would be helpful in solving the problem.

The out-of-service training program for administrators and teachers in the proper use and evaluation of visual-teaching-materials is probably the most effective solution to the problem. In the professional training courses now being offered in this field, teachers and administrators are brought into first-hand contact with the proper use of visual teaching materials as well as being given an opportunity to experiment and do intensive research on the problem. At present Missouri seems to be making progress in this direction, at least four institutions offered professional courses in this field during the summer, with some prospects that other educational institutions in the State will offer such courses in the near future. This is a much needed and desirable addition to teacher-training service in the State. When one realizes that most of the teachers now in service have not received training in this field and that young, inexperienced teachers being graduated from the various teacher training institutions should have had basic training in the proper use of visual-teaching-materials, it is obvious that out-of-service training of teachers is a major problem for the whole State. This out-of-service training can be made the most effective of all the solutions of the problem of misinterpretation and mis-use of visual-teaching-materials in the schools of Missouri.

Mapping Our Way Through Missouri

THE CURRICULUM DEPARTMENT of Springfield, Missouri has realized the shortage of material at the elementary level which aids in understanding the development of the state. The following description gives an overview of one phase of the program, namely that phase involving the development of maps.

The area which is now our state of Missouri has changed in many ways since the settlement of the white man. The many tribes of Indians who were once the only people in what we now call Missouri made the trails over which they crossed and re-crossed these hills and prairies for many hundreds of years before the white men came. With moccasin prints these trails across Missouri are shown in the first map of a series of fifty or more, each map contributing to the clarification of some concept, the deepening of an understanding or the stimulation of an idea about our state.

The production of maps is kept timely and dynamic by suggestions and requests from teachers as they feel the need for a graphic or dramatic presentation of an idea that will contribute to the center of interest or give further insights into the problem they are attacking. Another basis for the development of maps results from the work of the curriculum librarian and curriculum committees. Each map is based on research and the latest data available are used. Each map is kept simple in content. The titles of the maps are meaningful and stimulating. Attractiveness is insured by the colors and illustrations. Each legend has an illustration to add interest and appeal for children. The symbols and pictures used on the maps are large enough to be seen from any part of the classroom, making them real teaching aids for groups rather than reference material which can be used by one pupil at a time. These maps are meant to be more suggestive and stimulating than all inclusive.

Each classroom is supplied, upon request, through the Curriculum Library, with blank wall outline maps of our state,

By MIRIAM BROWN
Curriculum Librarian
Springfield

each continent, the Western Hemisphere, the Eastern Hemisphere and the world. By means of these large outline maps each group can elaborate on the ideas suggested by the maps or make new and different organizations of the data they have at hand as it best suits their needs.

A description of a few typical maps will help one realize their usefulness. On one of our highway maps is superimposed the moccasin prints of the Indian trails, bringing out the fact that they correspond in many instances. To show the kinds of trees in Missouri, leaves of the most common trees are placed in the parts of the state in which these trees are most often found.

Some of the maps are enlarged from small copies that are not easily read by children. Many of them have been taken from a report of the state planning board and many from government bulletins. Attention has been given at all times to making this vital source material into more practical aids to teaching and learning. The whole program has been guided by the needs of groups engaged in the solution of modern problems around which many centers of interest always appear.

For groups interested in the growth and development of Missouri an extensive series of maps has been developed. The four physiographic regions of Missouri are shown in pastel shades. Following these, a relief map of Missouri in several colors enlarges on this idea of the different kinds of land in different parts of the state. The four major drainage basins are shown with heavy black lines around each basin. On another drainage map the navigable rivers are shown in blue.

The next map shows the first fifty communities of Missouri in the order of their

development, showing how closely they followed the rivers and that the largest city grew near where our two great rivers meet. The further growth of population in the state is shown by four smaller maps of Missouri on the same chart showing the population of the state at different periods, 1820, 1840, 1860 and 1930.

Often a town grows because of something that is very close to it such as sand glass near Crystal City, fire clay near Mexico, Missouri, lead and zinc near Joplin and good farming land near Springfield. A very interesting map is the one which shows the growth of the fifty largest communities in Missouri with the kind of work which has contributed to the growth of each indicated by symbols.

Another of the series shows pictorially the basic industries of Missouri. To all of these of course transportation and trade have contributed. A map showing our state and federal highways, one showing the bus lines, and one showing the truck lines help children see how good roads have contributed to transportation and trade. A map showing the pipe lines which cross Missouri suggests how new developments in transportation affect the old. A map showing the airways suggests the change in travel time which is shown in a pictorial graph within the outlines of the state. To add perspective to developments in transportation and further point up living today there is a pictorial map showing events in transportation of his-



torical significance, the first railroad to cross the state, the first steamboat to come up the Mississippi River as far as St. Louis, the Butterfield Overland Stagecoach passing through Springfield for the first time, the Pony Express and the wagon trains streaming out of Kansas City are all shown in fascinating detail and effective color. Through this transportation series we hope to help children see that the growth and development of our state as well as our country and the world in general is all tied up with what we have that other people need and what they have that we need. To further contribute to this idea of our interdependence is a map showing the geographic advantages of Missouri, things coming into our state and things going out of it.

In order to enlarge the concept and interpret the function of state government a series of maps has been developed showing how our state government serves its people, thus making it easier for pupils to understand the importance of working together. A chart within the outlines of the state showing the departments of the state government helps children see what a complicated business it is to provide for the protection and welfare of so many people. There is a pictorial map showing the location of our educational institutions, thus bringing out the concept that all sections of the state are served equally. Each type of state supported institution is shown on a separate pictorial map. Charts showing where taxes come from and how they are used help children see how much can be accomplished when large numbers cooperate. The highways are a good example. Pupils see that the larger the number of people who are cooperating the more they can accomplish; they see that it would do us very little good if our good highways stopped at the boundaries of Missouri.

Consideration of our forests and their usefulness suggests another modern problem of vital concern to all of us, soil conservation. This problem is presented in a map showing, by counties, where erosion has been extreme, severe, moderate and slight. A pictorial map shows the principal uses of the land in Missouri by regions. This is followed by a map in color showing a suggested plan for the use of land in Missouri to conserve the soil. Other maps

of the series similarly deal with other phases of erosion.

Another modern problem around which many centers of interest develop in our schools is flood control. There is a map showing the existing and proposed water power and drainage projects in the state.

Maps showing the temperature, the rainfall, length of growing season and the kinds of soil introduce the agricultural series. Dot maps by counties and by regions show the production of corn, wheat, forage crops, orchards, cotton, beef cattle, dairy cattle, hogs, mules, sheep, and poultry, in Missouri.

One series of maps treats the underground resources of Missouri.

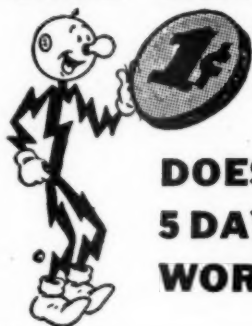
In addition to the Missouri series there is a series on South America showing minerals, principal products, rainfall, temperature, air lines, and trade with other countries. There also is a series of maps relating specifically to the Western Hemisphere one of which shows the great Pan-American Highway from Alaska to the southern part of South America. A series of maps on national defense is in preparation.

The general plan for a series of maps is developed in the curriculum department. The Research Division of the Visual Education Project of the Work Projects Administration which is sponsored by the Springfield Board of Education produces them. The project functions through our Curriculum Library which is a medium of exchange for all supplementary material serving our twenty elementary schools.

The Arts and Crafts Division of the Visual Education Project makes miniature models of tools, utensils and furniture used in pioneer days.

By these objects in three dimensions that really work we hope to give children a better understanding of the problems that confronted people of earlier times than they could get from a picture or from just reading about them. These miniature objects are supplemented by the real thing in regular size. Children go to the WPA weaving room to see spinning and weaving going on. Real objects used in pioneer days are brought to the room whenever possible.

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Making a School Movie

IT'S FUN TO make a school movie and it is not an impossible assignment. Given: A good camera, an operator with fair knowledge of technique and composition, a plan, and an early start, and you are on your way.

We have made a school movie several different years in Willow Springs. In two of these years our school year-book was published in movies and was called "The Willamizzou in Reel Life." It was received with enthusiasm and it paid its way. One

By W. C. GRIMES
Superintendent
Willow Springs

SENIORS: Portraits of the present senior class in color.

ATHLETICS: Football, basketball, and track.

MUSIC: Band, orchestra, singing groups, solos, drum and bugle corps, drum major in action.



From *Pets and Babies About Town*.

of these annuals was titled throughout; the other was projected through a sound machine and running comments given by a hidden commentator. These comments had been carefully worked out and rehearsed and added much to its appeal by giving the effect of a "talkie movie" production.

We planned our movie annual early and shot scenes through the year as they transpired. Following is the order of the twelve departments in the annual:

TITLE: "Willamizzou in Reel Life" made over a photograph of the high school building.

LITERARY: Debate teams, readers, orators in action.

COMMERCIAL: Action shots of typing and shorthand.

VOCATIONAL AGRICULTURE: Shop scenes and shots of projects.

HOME ECONOMICS: Action shots of girls sewing and cooking.

PETS AND BABIES ABOUT TOWN: This has appeal. Don't fail to use this.

PLAYGROUND ACTIVITIES: Scenes of elementary grades engaged in games, slides, teeters, etc. Also any elementary

SCHOOL AND COMMUNITY



From Scenes About Town.

projects and exit of students at fire drills.

SCENES ABOUT TOWN: A few street scenes, houses, local scenic places.

MAY DAY: All May Day activities, closing with the winding of the Maypoles.

Senior portraits, pets and babies, local scenes, and May Day were filmed in color. Color film is twice as expensive as black and white.

A good camera costs from \$20.00 to \$50.00. 16 mm. is standard school size, but

if high quality 8 mm. equipment is available it is acceptable in producing pictures of fine quality for an audience of four or five hundred people on a 4x6 foot screen.

Our school productions have been three to four reels in length giving a forty-five to sixty minute performance. The cost of the film, from sixty to seventy-five dollars, was easily secured with an admission charge of ten or fifteen cents.

All shots that have action as their appeal may be filmed in black and white, for the appeal of the color will be lost in action.

However, for all formal shots, scenes, pets and babies, and May Day, use color by all means.

If you film in 8 mm. size, I suggest the use of color throughout; as the difference in cost in the size is not prohibitive.

One of the good things about school movie production is that they increase in value from year to year. Lately we have been adding a department called "Old Friends Again" including Seniors and babies of several years ago. This is the high spot of the show.

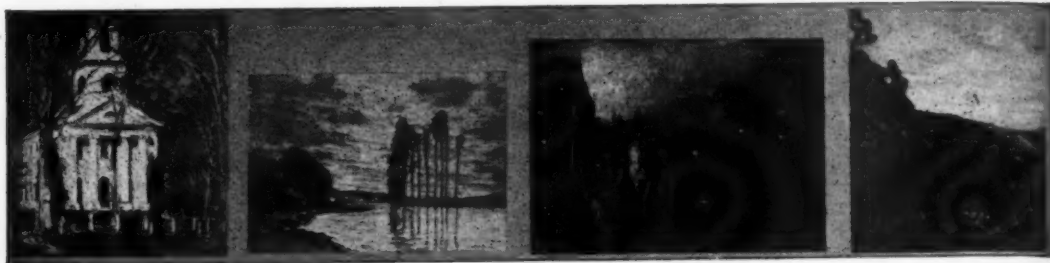
Try a school movie. You will like it, and as a public relations device, it is, in my experience, one of the finest.



From Senior Portraits

TWELVE PICTURES for MISSOURI

1941-42

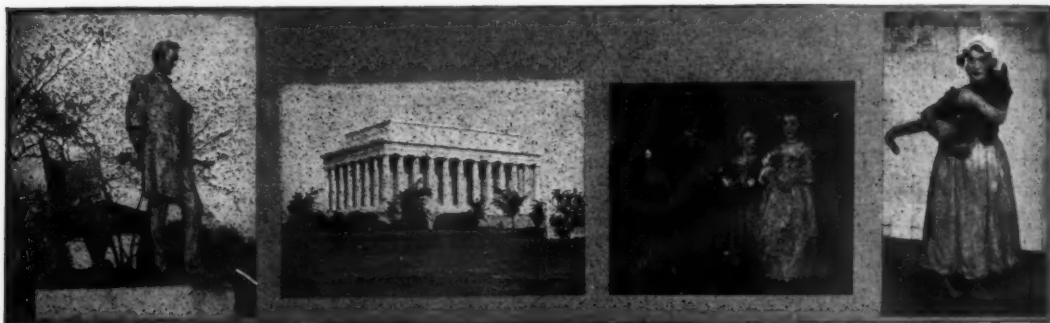


Church at Lyme, Hassam

Harp of Winds, Martin

Emigration of Boone, Bingham

Turkey Drive, Brooke

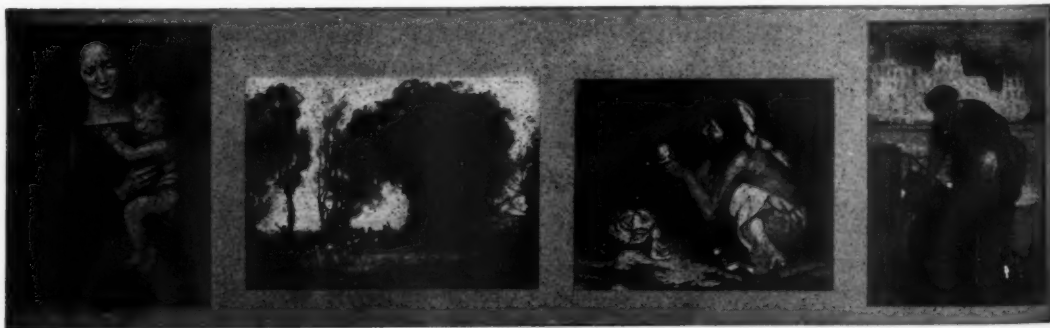


Lincoln, St. Gaudens

*Lincoln Memorial
Washington, D. C.*

*Children of Charles I,
Van Dyck*

*Girl with Cat
Hoecker*



*Madonna Granduca
Raphael*

*Dance of the Nymphs
Corot*

*Primitive Sculptor
Couste*

*Washerwoman
Daumier*

These pictures are approved for elementary grades for the school year 1941-42 by the State Department of Education.

The above are all available in Artext Prints, mounted, in covers with descriptive and biographical text, suggestions for integration and Course of Study unit references, approved by the Missouri Department of Education. Price per set of twelve, \$3.60. Plate size averages 8x10 inches, all made by direct photography from the original masterpieces, which are now visualized for you in authentic reproduction worthy of the art treasures themselves.

Order from Missouri State Teachers Association through its Reading Circle
Department

ARTEXT PRINTS, INC., WESTPORT, CONN., PUBLISHERS

The Motion Picture as an Educational Instrument

IN A BOOK BY C. H. Ward, *What is English*, Scott, Foresman & Co., giving suggestions for combating verbalism, he tells of an incident in teaching that fine descriptive poem by Scott, *The Lady of the Lake*, which is usually prescribed reading for high school freshmen. We all remember the opening lines:

*The stag at eve had drunk his fill
Where danced the moon on Monan's rill,
And deep his midnight lair had made
In lone Glenartney's hazel shade.*

Tossed his beamed frontlet to the sky.

A moment snuffed the tainted gale.

With one brave bound the copse he cleared.

After these lines had been read in class the teacher inquired of a freshman boy, "What is a stag?", and was astounded when he answered, "Why . . . uh, a stag is . . . is when a fellow goes to a party without a girl."

Now think what the opening lines of this beautiful poem meant to that boy. It was that kind of stag who had drunk his fill—probably at Monan's Grill. It was that kind of stag that had made his "lair" in the hazel brush that night, perhaps after tossing his "beamed frontlet" (cap?) in the "tainted" air, and even being courageous enough to have leaped away from (or over) several cops!

This is rather typical, no doubt, of much of the thinking that takes place in classes throughout the grades and high schools, or even in college. In any case, the thinking done by any individual is built out of the concepts resulting from his experiences. A little four-year-old girl, returning from Sunday School, was asked what she did there. She replied that they sang songs, and that one of the songs was about my cross-eyed bear. She was only illustrating this pedagogical principle, for she had as a toy a large teddy-bear, and her little

By C. E. EVANS
Director Teacher Training
University of Kansas City

brother was cross-eyed. Her concepts did not yet include the Christians' cross. Such incidents are the experiences of every teacher. Foggy thinking, inability to understand what is heard or read, wrong interpretations of the spoken or printed word, using or memorizing words without meaning—these are difficulties recognized by all teachers, but too often little is done about them. Pupils are urged to think, or to study harder—perfectly futile admonitions, unless they possess clearly defined concepts with which to think. And basically, concepts and meaning come *only* from experiences. Therefore, if we wish our pupils "to think," and to study intelligently, we must be sure they are supplied with the proper tools and materials—the products of their own experiences,—and they get them in no other way.

We are sometimes told that our thinking is limited to our vocabulary. The words of our usable vocabulary, spoken or written, are but symbols of concepts derived from our basic experiences and their further elaboration through the mental processes of comparing, relating and generalizing. If our concepts are hazy, our vocabulary is hazy, and likewise our thinking is hazy and our conclusions weak or ill-founded. All of which should indicate to the teacher the extreme importance of building a rich and meaningful vocabulary.

No one's normal experiences are very limited when we take into consideration the extent of knowledge needed to understand and interpret our world of today. Time was, perhaps, when a knowledge of the community bounded with a radius of a few miles was sufficient. This knowledge could easily be picked up first hand. But not so now. The world has become

our community. Life has lost its simplicity and provincialism, and is concerned with situations in distance places and with distant peoples. In our efforts to solve the problems concerned with our "pursuit of happiness" there is need for an understanding of affairs far beyond the possibility of direct experience, on the part of most of us at least.

It is essential, then, that direct experience be supplemented in every way possible. The wise and efficient teacher recognizes this fact, and provides every means possible for building enriched and meaningful concepts and vocabulary, knowing full well that these are the only tools and materials with which he can build. Such means are often classified as visual aids and include the school journey, museum material, graphic materials, still pictures, and motion pictures. These are all methods of enriching and varying the pupil's concrete experiences. Of these, the motion picture probably has the widest adaptation, though its use is, of course, limited to those schools with projection facilities.

In the early days of the use of motion

pictures in school it was not possible to get the selection of carefully produced and edited pictures available today. We got them in quantity and literally ran miles of film—industrials, showing how things were manufactured; scenics, beautiful pictures of parks, mountains and streams; geographics, picturing cities, coastal regions or in special fields of industry. They were all in black and white, no color as at present. Most of them were produced by commercial interests for advertising purposes, and were often furnished free or on payment of transportation. We took them as we could get them and showed them to grades and high school alike, often in the same assembly. Or, with a portable projector they went from building to building or even room to room. If a list of the expected films was available teachers were given notice previous to the showing and made such preparation as they chose. Often they had no previous information as to the subject of the films. Usually, however, some teachers had viewed the film and through introductory remarks and a running commentary as the picture was shown, much



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as at present is done by the conductor of a tour, or by the commentator in sound pictures, an attempt was made to make the showing as intelligible and valuable educationally as possible. And with considerable success. The motion picture period was looked forward to with pleasure and became the topic of conversation both in and out of school.

Of course such a method—or lack of method—is open to criticism. The industrials, particularly, were often not “educationally” planned; pictures were shown at a time when they had no relation to the scheduled class work; they took time away from the regular schedule and were distracting. Granted. But I yet contend that a liberal use of the motion picture film now available, even if used promiscuously at times, will result in greatly enriched and valuable concepts which will function continually in interpreting and in giving meaning to every experience of the child, in school and out. In my own experience with the motion picture, hardly a day passed in any room or class from first grade up that a child did not exclaim, “We saw that in the motion picture!” The picture brought a bit of the unknown world, its scenics, its people and their activities before the child into the classroom. It was the next best experience to actual travel—impossible for most. Of course it was interesting. It enriched their lives, made the world more meaningful, built a meaningful vocabulary, made for clearer thinking and sounder judgments.

The social influence of the motion picture was traced recently in a series of studies conducted under a grant from the Payne Fund. An attempt was made to determine the effects of theatrical motion pictures on the attitudes, emotions, stores of knowledge, patterns of morality, juvenile delinquency, and other phases of behavior. The conclusions reached were quite definite: (1) the motion picture is a powerful medium of education; (2) children, even at an early age, learn a surprisingly large number of facts from the motion picture and remember them a surprisingly long time; (3) the motion picture produces a definite change in attitudes toward social problems; and, (4) they stir the emotions deeply. These are the measured results of thea-

trical pictures. Were children given opportunity to view pictures definitely planned for educational purposes, the possibilities are almost limitless. A good start has been made in this direction and many schools are making use of the films now available. But for the most part I believe there is a far too limited use made of films brought into the school, as well as of the opportunities to use them in general. When a film comes for use in a special situation or class, unless it is of a very technical nature, I believe it should have a general showing, regardless of the fact that it may not fit in with the subject matter being studied at the time. This takes time, yes, but time well spent. Thinking cannot be done in a vacuum. Motion pictures supply a type of concrete experience so necessary as a basis for thought. Another bit of the otherwise inaccessible world is brought before the children in an interesting and meaningful way. It will begin to function immediately in broader, richer, and more meaningful concepts. In the long run time will be saved and much verbalism avoided.

There are many sources of good educational films today. Most universities have rental film libraries available to schools at moderate rentals. There are many well edited films available produced by commercial organizations and often obtainable without cost. They are usually excellent photography, often in color, and have been planned for educational use. They range from how an automobile is made to how coffee is produced, from a railroad trip through interesting scenes to a steamship trip to Alaska. Sometimes projection equipment and an operator are furnished along with the films, the only requirement on the part of the school being electrical connections and an auditorium of some kind.

Privately owned cameras, even the 8 mm., especially when owned by the teacher, can be used in building up a school film library at a very small cost. Any teacher, with a camera and a vacation trip, can bring home much valuable material, carefully planned for its educational value. Such film material should of course be paid for by the school, and any school administration would do well to encourage such additions to its educational equipment.

Supervision of Visual Education Program in Elementary Schools

VISUAL AIDS ARE OFTEN used haphazardly. This results in waste of time, money, and teaching effort. To avoid this, such a program should be definitely organized so that its potentialities could be more fully realized.

There is an ever-growing trend toward the delegation of responsibility, to permit attention to be given to visual instruction planning, which is already paying big dividends, both economically and in a more efficient program for growing children. As a result visual aids, today, are being more intelligently used and administered because of the better foundations being laid through this better organization and planned audio-visual teaching. Such planning and organization is resulting in better coordination of the whole school program, thus avoiding, to a large extent, the waste of time, money, and teaching effort.

One of the major problems of many schools, surprising as it may be, is to convince school administrators and teachers of the desirability of an adequate audio-visual program. We, as teachers, should not be so thoroughly grounded in tradition and procedure that we cannot recognize the potential values of desirable change. On the other hand we do have administrators in the profession who are enthusiastically supporting the audio-visual programs. Such administrators are usually leaders in their profession, and their schools are the progressive schools of today that are leading the way for children to live as they learn.

When we have the opportunity to organize an audio-visual educational program, we are immediately confronted with many problems. Such problems as:

First, training teachers in the effective use of audio-visual aids. Teachers need advice and actual instruction in applying aids to the teaching of the subjects in their chosen profession. It is difficult to train teachers in-service, but it is possible and

By E. S. THURMAN,
Supervising Principal
Elementary Schools, Aurora

pays big dividends. We can organize a training course, provide extension courses from the University, give demonstrations, form institutes, distribute special booklets, pamphlets, and free materials. Encourage teachers to investigate demonstrations at district, county, and state meetings.

A second problem is found in selecting audio-visual materials, and integrating them with the curriculum. Teacher committees will be glad to help tabulate, label, and file materials. Complete, indexed catalogs can be constructed for reference. Some good films can be secured which demonstrate integrating processes in the curriculum.

A third problem confronts the supervisor in developing new areas of instruction. Special committees can initiate courses of study construction in science for (a) intermediate, (b) primary grades. Another committee could study the appreciation of motion pictures as a new form of art, preliminary to developing a special course of study.

Providing films, equipment and projection facilities brings forward another problem. Films can be purchased, or film service rented. Splendid film catalogs are available at most any reliable dealer. Equipment should always be standard equipment for best service.

Attention must be focused on organizing administrative, clerical, and mechanical services. Tentative schedules are constructed for use of equipment, distribution of available films is ascertained, several individuals taught to operate the equipment, arrangements are made for repairing equipment, printed forms for requisitions are provided, and a system of delivery from a central source is arranged.

To operate smoothly and effectively, a supervisor, or director, is essential to the Visual program. Aids will be used in all grade levels and someone must coordinate and supervise their use.

It is a fatal mistake to believe that all teachers—even those who have had the preparation—will make use of the available materials in visual aids. The effective use of visual aids requires planning, making ready the materials, and knowing the precise moment, the proper place, the most effective way to introduce the visual aids. A vital, realistic, stimulating educational program not only requires the necessary visual aids, but the proper use of these materials in instructional and learning situations. Both require the same check, the same inspiring leadership, as do the art, music, health, vocational, elementary, secondary, and rural school programs.

Excellence in the quality of instruction requires the skill, wise counsel, and constructive guidance of trained supervisors. This supervision should be practiced by one who has had a rich teaching experience as well as a profound grasp of the

philosophy of education and child psychology. He should have an expert knowledge of visual aids, know the best methods for using them, have had experience in supervision and administration, and bring to their tasks qualities of leadership that are an inspiration and a guide to teachers.

A director will contribute valuable assistance and service even if he does nothing more than acquaint the teachers of the system with the supply of equipment and materials available. He is, definitely, not a dictator, though he should have authority. The success of the program depends upon the cooperation of all teachers. Materials are purchased for all to use and without this cooperation no program, no matter how elaborate, can succeed.

Such individuals as described above are, no doubt, rare at present, but as educational institutions are brought to realize the possibilities of this relatively new phase of instruction, officers, or directors, will be very definitely trained for the position. This needed supervision will improve the learning situation for the real experiences of the living child.

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The Use of Maps in Teaching Elementary Geography

GEOGRAPHY IS THE SCIENCE of the relationships of man to his natural environment. A knowledge of this science is necessary to an understanding of man's dependence upon natural resources and phenomena. It is therefore necessary to give the child a broad view of his environment as it interacts with the environments of other peoples, and affects vitally the materials available for his comfort and use.

The desire of the child to question and to investigate his immediate habitat, its animal and plant life, and to find reasons for this and that are evident in even the very young child. This interest and curiosity are capitalized by the kindergarten and primary teachers. At least as soon as the child starts to school, he learns something about distances and directions. Very simple neighborhood plots, drawings, or plans are often used to picture distance and direction. For instance as the children and teacher make visits to the fire station, library, museum, park, or go on get-acquainted neighborhood trips they may be conscious of the number of blocks a certain place is from their homes, or the school. In this way very simple map relationships may be built up.

The first flat wall map that the children use should be a physical map. There are several types of these maps, black and white relief maps, plaster or actually raised relief maps, and those which show relief in colors. I believe the color relief has advantages over the others. They are easily accessible. They do not contain as much detail as the plaster maps, if made for primary use. They may be made up with the same key, or legend, as the individual maps in the child's text book.

As soon as the map is introduced the child will ask many questions about the interesting and attractive things which he sees. His understanding of symbols must be built up slowly and gradually. A good place to start is with the meaning of the various colors on the map. If it is a regional map, it is not very difficult to teach the meaning of the colors, especially, if it

By NELLIE W. UTZ
Humboldt School
St. Joseph

is built up region by region as the child experiences living in that region or as he takes imaginary trips to it. The lines that stand for rivers, the dots that represent cities will then be taught.

The child already knows that on the map of his community he had to leave some things out because there was insufficient room to put in everything. He will see that the more land a given map stands for the smaller will be the symbols, and that many things will, of necessity, be left out.

I like to have the members of the class who have had a trip over the city in an airplane, or who have had a trip to the mountains tell how things far below them appeared. Then ask how a city would look at night if it were possible to fly miles above it. The farther away the smaller the object becomes, is then evident. Because the mapmaker has so much to show, so many miles to represent he uses small symbols. If the dots which stand for cities are classified as seaports, lakeports, etc. as well as ordinary cities, I believe it makes fifth and sixth grade symbols easier to learn. The same symbol should mean the same thing in both text and wall maps throughout the elementary school period. So gradually and carefully a vocabulary of map symbols is built up for the elementary school child until in the latter part of the fifth and sixth grade he can read many relationships from a map.

The map is a symbol. It falls into that class of visual aids known as a graphic aid. It is not only a symbol itself, but the items of information placed upon it are also symbols, therefore it is one of the most abstract of the visual aids. Abstraction of maps is what makes them difficult tools to use. Their use is, however, absolutely essential to the understanding of geography.

ic and historic relationships. They are the tools of orientation.

It is most important that maps for use in primary grades be very simple, clear, and attractive. There are such maps on the markets but many school boards, teachers, and principals do not understand very much about map projections or the amount of detail that should be on maps for given purposes. They often buy maps suitable for high school or college for use in the primary grades. Attention should be called to a few mistaken ideas children get concerning relationships due to misinterpretation of symbols. A few of these are:

1. Confusion of symbols for the real thing
2. Confusion of parallel with latitude and meridian with longitude
3. Lack of distinction between political boundaries and streams
4. Inability to interpret direction symbols
5. Confusing name of city or its first or last letter with the dot which is the true symbol
6. Confusing up with north

7. Confusing country and continent

8. Confusing state and country

Confusion and mistaken ideas regarding symbols can be materially reduced if teachers are aware of likely misinterpretations and are careful not to give the wrong impression when teaching a given symbol. It is well when possible to use pictures, or drawings, to help to clarify the map symbol. It is also rather important to describe a river, city, or region, so fully that it becomes associated with the experience of the child. An experience that is meaningful is not misinterpreted. Sand table or pupil made maps will help make symbols meaningful associations. Visualization of symbols is necessary. The child must see a real river, a real city, a real mountain. He should have a concept for each of the symbols represented on the map.

Teachers should have map reading exercises as tests frequently so that they can diagnose both their teaching methods and the child's ability to read and to interpret maps. It is then possible to work out



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remedial exercises for those children who are making mistakes. The children love to see their improvement from test to test. If the teacher is unfamiliar with such tests she can find samples of them in the Thirty-second Yearbook for the Study of Education.

There are several types of maps that the elementary school child should be able to use and interpret correctly. Each one should be introduced carefully. The necessary concepts for interpretation should be given before the map is introduced. For instance before the relief map is introduced the child should have concepts for the following terms, "creek, river, bank, current, slope of land, falls, harbor, valley, plateau," etc. These may be built up through trips and through pictures.

The elementary child should be able to interpret simple relationships on the globe both physical and political. He should be able to use the following flat maps intelligently—hemisphere, physical and political, relief, rainfall, population density, and simple economic maps. Skill in interpretation and use of such maps may be built up through activities in making sand table, plastic, or paper mache maps or in wide experience in filling in outline maps of the blackboard and desk variety. Map interpretation grows through building many concepts that are meaningful and vividly clear, before the map symbols are taught. The symbols then become meaningful through constant use and gradual additions.

The elementary child unless he is very intelligent and far advanced in achievement should not attempt the interpretation of "isobars and contour maps" isotherms, etc. The sixth grade child may be able to grasp charts and graphs that build a background for the interpretation of the more difficult and mathematical aspects of map work. They should be able to interpret simple latitude and longitude. It is better perhaps not to confuse the lower grade child with a classification of zones, but to call the heat belts middle, upper, and higher latitudes. If this is done confusion regarding temperature variation in different parts of the earth is more easily avoided. It is easier for instance, for the child to see why the crops in the tropics vary so greatly from the lowlands to the highlands if he is free from the conception of the torrid zone as a place that is hot in all parts all the time.

Time and other mathematical geographic considerations should not be attempted until the upper grades are reached. Of course the child will be taught in the third and fourth grades to observe and keep a weather chart which will give him some understanding of time and seasons. It is not necessary to teach the complicated factors such as the international date line, the solstices, etc. until the child expresses a readiness for such knowledge. These factors might well be omitted from the globe designed for use in the intermediate grades.



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ITEMS OF INTEREST



APPOINTMENTS

Dallas McKenzie, superintendent at Caruth, was named to a similar position at Kewanee.

E. P. Crow is the new superintendent of schools at Bragg City.

G. M. DeWoody, superintendent Bunker schools, was elected superintendent of the Dadeville school system.

E. E. Simpson has accepted the Bunker superintendency.

Orville Kelin was named by the board of education as superintendent of the Rutledge school.

Paul J. Farley, superintendent Grain Valley, will head the Drexel school system this year.

W. E. Rosenstengel will join the faculty of the school of education at the University of North Carolina this year. Dr. Rosenstengel for the past two summers has been a member of the summer school staff at the university.

J. E. Sutton was elected superintendent of the Fayette public schools. Mr. Sutton was formerly principal of the Marshall high school.

Norman Cockrell is the new superintendent at Pineville.

L. A. Van Dyke, Director of High School Supervision, State Department of Education, leaves Missouri to accept a position on the faculty of the University of Iowa. He will be director of the University laboratory schools.

Wendall L. Evans, Principal Brentwood high school, was named to the position held by Mr. Van Dyke.

E. E. Camp, principal Monett high school for the past two years, has been named superintendent of schools to succeed Howard D. McEachen. Superintendent McEachen goes to Pittsburg, Kansas.

Albert Sipes has been elected principal of the senior high school to succeed Mr. Camp. **Joe I. Cantrell**, teacher in the Monett high school for the past eleven years was appointed to the junior high principalship.

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George A. Riley, superintendent of schools at Rogersville since 1929, was appointed superintendent of the State Training School for Boys at Boonville.

Clyde Milton Stephens, former school superintendent at Fredericktown, was placed in charge of the Alcoa reformatory.

Ellis Jackson, principal of the Marshfield schools for the last eleven years, was elected superintendent of schools.

Carl D. Gum was elected principal of the junior high school at Independence. Mr. Gum was formerly principal of the Nevada high school.

Walter Cooper will succeed Mr. Gum as principal at Nevada. Mr. Cooper is a Missourian but has been principal of the high school at Miami, Oklahoma for the past few years.

B. M. Brattstrom, superintendent Concordia, was elected to the superintendency at Linn.

Robert L. Housman of Missoula, Montana has been appointed visiting professor of journalism at the University of Missouri. Dr. Housman has been executive head of the school of journalism in the University of Montana. He was the first to receive a Ph.D. in journalism from the University of Missouri.

F. O. Capps, instructor in the University of Missouri Laboratory schools, has been appointed to develop and direct conservation education work in schools and colleges for the Missouri Conservation Commission.

Everett L. Evans, superintendent Huntsdale schools, was also named to do work for the Wildlife Commission. He will do supervisory work among the public schools and junior groups.

Woodrow Wyatt, Sedalia high school science teacher, replaces Dr. F. O. Capps in the University Laboratory school.

John Wesley Gates, Topeka junior high school principal, has been elected principal of the senior high school at Springfield. Mr. Gates succeeds Dr. J. Dan Hull who has accepted the principalship of the Short Ridge high school in Indianapolis, Indiana.

Gates is a native of Oklahoma, a graduate of Washburn College and holds a Masters degree from Chicago University.

J. Edward Gerald, Associate Professor of Journalism, University of Missouri, has been appointed acting dean of the School of Journalism to fill the vacancy created by the death of Dean Martin.

From 1937 until he resigned recently Gerald was executive secretary of the Missouri Press Association.

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GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic School Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world.

They give timely information about boundary changes, exploration, geographic developments, new industries, and costumes and customs, in all parts of the world. Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year.

SMALL SCHOOL BECOMES SPEECH CONSCIOUS

AN EFFECTIVE PIECE of work was done in the speech field in a small town school last year under the supervision of Mr. H. W. Leech, Superintendent of Odessa, and his seventh grade teacher, Miss Mary Anna Fain.

The services of Mr. R. P. Kroggel of the State Department of Speech were secured in the late Fall, and sixty-two pupils in the school were examined. These sixty-two pupils represented fifty-two families. Mr. Kroggel made a record of each child's speech difficulties, and in due time he returned these records together with the recommendations for each child.

Arrangements were then made with the Central Missouri State Teachers College to have Miss Jane Brewer, Instructor in the Speech Department, to come with two senior students of the Speech Department to set up a Speech Improvement Program. Miss Brewer and her students spent an entire day in the Odessa school suggesting corrective drills and individual help exercises to the teacher of the student along with suggestions to the student himself and to his parents—many of whom were also present for this conference. Parental cooperation was most commendable during the entire effort.

Teachers of the school planned a definite time in each day's program for class and individual instruction in correct breathing, vowel and consonate formation and sounds, word drills and special clinic work for the most pronounced cases, with Miss Fain in charge of the major part of the clinic work. As a part of this Speech Improvement Program the school provided a helpful library of speech books and materials.

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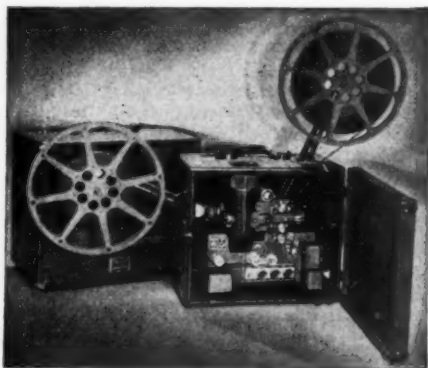
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Dr. Harry Morehouse Gage, Lindenwood's new president and the eleventh administrator in the college's 115 years, brings to Lindenwood a record of outstanding service, both in his chosen field of education and in public affairs.



**Harry Morehouse
Gage**

He attended Grinnell Academy and Wooster College. After receiving his A.B. degree from Wooster, he taught Greek at Huron College, Huron, S. Dak., before going to Columbia University in New York as a University Fellow in Philosophy. He received his M.A. degree from Columbia and he has been honored with the degree of Doctor of Laws by Wooster College and Parsons College. The honorary degree of Doctor of Divinity has been conferred upon him by both Emporia College and Illinois College.

He served for seven years as a professor of philosophy at Parsons College, Fairfield, Iowa, and then was called to become president of Huron College. In 1920 he was elected president of Coe College in Cedar Rapids, Iowa, from which he resigned to accept the presidency of Lindenwood.

He is one of the founders and a former president of the American Association of American Colleges.

FRANK LEE MARTIN DEAD

Frank Lee Martin, Dean of the School of Journalism, University of Missouri died unexpectedly July 18.

Dean Martin had been associated with the School of Journalism since 1909. Beginning as a professor in the school he became associate dean under the late Walter Williams in 1930, and dean of the school in 1935.

With the exception of two years spent abroad and six months' leave of absence in 1938 because of ill health, Dean Martin taught thirty-two years on the faculty of the School of Journalism. One year he worked on the editorial staff of the Japan Advertiser, an American newspaper published in Tokyo. His second trip abroad was spent as an exchange professor in Yenching University, at Peiping, China, a school associated with the University of Missouri.

Dean Martin was born July 7, 1881, at Benedict, Nebraska. He was graduated from the University of Nebraska with a Bachelor of Arts degree in 1902.

W. G. DILLON DEAD

W. G. Dillon, high school supervisor in the State Department of Education for the past eighteen years, died July 20.

Mr. Dillon was born at Monmouth, Illinois on May 18, 1868. In the same year his parents

moved to Bates County, Missouri. Will Dillon grew up on a Bates County farm and received his early education in the Dillon school located on the family farm. He continued his education at the old Butler Academy, Avalon College at Chillicothe, the Springfield and Central Missouri Teachers Colleges and was a graduate of the Missouri University.

In very early life he turned to teaching as a life work, teaching in many schools. Previous to his appointment in the State Department of Education he had been teaching in the Butler high school.

FORMER HANNIBAL SCHOOL SUPERINTENDENT DEAD

Livingstone McCartney, former head of the Hannibal schools for a quarter of a century and for the last ten years superintendent emeritus of the system, died May 9, 1941 at Henderson, Kentucky.

After retiring from active duty in the Hannibal system in 1931, Mr. McCartney accepted a position as editorial adviser for Lyons and Carnahan, school book publishers in Chicago. He remained with this firm until last fall, retiring on his 80th birthday.

Mr. McCartney entered the field of education as a young man and after four years of general teaching experience in the west, held superintendencies at Sioux Falls, S. D., Hopkinsville, Ky., and Henderson, Ky.

OBSERVE NATIONAL NEWS-PAPER WEEK OCTOBER 1 TO 8

Beginning October first National Newspaper Week will be observed by the newspapers in Missouri and other states. The purpose of newspaper week is to help the public become better acquainted with the work and services of newspapers.

Schools should make use of the opportunities offered by this occasion. Since the newspaper plants will be open to the public the students could plan field trips to the local newspaper offices to observe first hand this enterprise.

Within the school, assembly programs might be prepared in keeping with this event. Home Room sponsors have a timely and worthwhile subject for a program in this connection.

Social science, English, journalism, and other classes can weave the idea in with discussion groups, themes, etc.

There is always present the possibility of getting a newspaper man to visit the local school. Usually he is very willing to discuss his occupation in a way so as to suit the immediate needs of the group he is visiting.

FEDERAL AID TO EDUCATION COMMITTEE FOR THE STATE OF MISSOURI

There has recently been formed a Federal Aid to Education Committee for the State of Missouri.

The members of the Committee are as follows: Herold C. Hunt, Chairman, Superintendent of Schools, Kansas City; John L. Bracken, Superintendent of Schools, Clayton; Philip J. Hickey, Secretary Board of Educa-



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tion, St. Louis; Tracy Dale, Superintendent of Schools, St. Joseph; R. G. Smith, Superintendent of Schools, Macon; Homer W. Anderson, Superintendent of Instruction, St. Louis; Mrs. Harry Sanders, County Superintendent of Schools, Troy; Aubrey E. Powers, County Superintendent of Schools, Hillsboro; Chester W. Parker, Superintendent of Schools, Ava; Roy Ellis, President State Teachers College, Springfield; W. L. Adams, Superintendent of Schools, Carrollton; L. J. Schultz, Superintendent of Schools, Cape Girardeau.

This committee was named at the request of Dr. Willard E. Givens, Executive Secretary, National Education Association. The committee will work in close cooperation with the N. E. A. office on the program of Federal Aid.

CONTEST OPEN TO ELEMENTARY AND HIGH SCHOOL STUDENTS

Real Defense of a Nation depends on its patriotic citizens—civilians as well as members of the armed forces—it is what all do and say in times of peace or times of war that make the welfare and safety of a country.

Realizing this the Daughters of the American Colonists in Missouri wish to cooperate with the teachers in the important matter of training children for the future. Therefore the State organization of the D.A.C. is offering to the students of the schools of Missouri four prizes as follows:

1. A prize to the pupil in the first or second grade writing the best poem. Poem to be illustrated by the pupil. The poem is to be four verses of four lines each. Subject—We, the People.
2. A prize will be given to the pupil in either the third, fourth, or fifth grade who writes the best essay. Subject—We, the People. Essay to be not more than 350 words.
3. A prize will be given to the pupil in either the sixth, seventh, or eighth grade who writes the best essay. Subject—We, the People. Essay to be not more than 350 words.
4. A prize will be given to the pupil from the ninth grade or high school who writes the best essay. Subject—We, the People. Essay must have at least five hundred words.

Originality of the paper and grade of the pupil will be considered in grading.

All papers (essays and poems) should be in the hands of the undersigned chairman of the state committee not later than April 15, 1942.

The name of the pupil, the name of the school, and name of the county must be on each paper so each county and school can be given credit, the address of the pupil so that the prizes may reach the winners.

It is suggested that there be a contest in each county. The papers of first and second place winners in each county group should be sent in. If a county contest is not sponsored then send all entries to Mrs. J. A. Paegelow, California, Missouri.

The members of the organization and the

committee in charge of arrangements desire to thank the county superintendents and city superintendents and others for the splendid cooperation given a similar contest last year.

Committee: Mrs. Joseph Edwards, Jefferson City; Mrs. E. T. Smith, St. Louis; Mrs. K. C. Weber, Farmington; Mrs. J. A. Paegelow, State Chairman.

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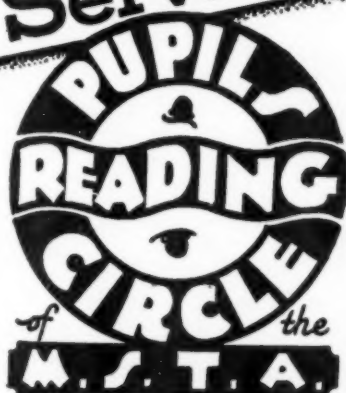
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